

Items for Assessment of Learning Outcomes

Civics Class 6



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



CHAPTER 1

UNDERSTANDING DIVERSITY

Learning Objectives:

- Students will appreciate that how diversity enhances their life.
- Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc
- Describe the incidents that took place at Jallianwala Bagh massacre
- Appreciate, accept and adopt that Diversity adds value in your life.
- Appreciate the contribution of the people irrespective of their different background they were together in the freedom movement
- Enhance their communication skills by discussing on diversity in India
- Appreciate the contribution of the people irrespective of their different background they were together in the freedom movement

Learning Outcome:

- Develops a healthy attitude towards various kinds of diversity around her/him.
- Recognizes various forms of discrimination and understands the nature and sources of discrimination.

QUESTIONS:

Q1. Name the religion which reached Tibet via Ladakh?

- (A) Jainism
- (B) Buddhism
- (C) Islam
- (D) Sikhs

Q2. Who brought Christianity to India 2000 years ago?

- (A) Joseph Vaz
- (B) Saint Thomas
- (C) Saint Teresa
- (D) Saint Garcia

Q3. Who ordered the Jallianwala Bagh massacre?

- (A) Michael O'Dyer
- (B) Nigel Collett
- (C) Reginald Dyer
- (D) Saifuddin Kitchlew

Q4. The people were gathered in Jallianwala Bagh to protest the arrest of whom among the following leaders?

- (A) Bhagat Singh and Satyapal
- (B) Bhagat Singh and Raj guru
- (C) Dr. Saifuddin Kitchlew and Satyapal
- (D) None of these

Q5. ----- act as an obstacle towards an individual's development.

- (A) Stereotype
- (B) Discrimination
- (C) Prejudice
- (D) None of these.

Q6 Who wrote the travelogue in which the writer described the lives of Muslims?

- (A) Jawaharlal Nehru
- (B) Lal Bahadur Shastri
- (C) Ibn Battuta
- (D) Indira Gandhi

Q7. Who coined the phrase "Unity in Diversity"?

- (A) Jawaharlal Nehru
- (B) Rabindranath Tagore
- (C) B. R Ambedkar
- (D) Mahatma Gandhi

ANSWERS:

1. (B) 2. (B). 3.(C) 4. (C) 5. (A) 6. (C) 7. (A)

CHAPTER II

DIVERSITY AND DISCRIMINATION

Learning Objectives:

- Critical analyzation on difference and Prejudice
- To learn about caste discrimination in India
- Able to know the several reasons of inequalities and discrimination.
- Case study of Dr. Baba Saheb.
- Now students will able to realize the situation of discriminated people after reading the case study of Baba Saheb Ambedkar.
- Awareness, respect others and acceptance
- Build capability, awareness, and acceptability.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill

Learning Outcome:

- Recognizes various forms of discrimination and understands the nature and sources of discrimination
- Differentiates between equality and inequality in various forms to treat them in a healthy way

QUESTIONS:

Q1 What does judge other people negatively or see them as inferior mean?

- (A) Prejudice
- (B) Judice
- (C) Post judice
- (D) None of these

Q 2 How can we be prejudiced about many things?

- (A) People's religious believes
- (B) Colour of people 's skin
- (C) The region they come from
- (D) All of these

Q3 Name the first leader of India who shared his first experience of caste-based discrimination?

- (A) Pandit Jawaharlal Nehru
- (B) Rabindranath Tagore
- (C) Dr Bhimrao Ambedkar
- (D) None of these

Q4 What happens when people act on their prejudice or stereotypes?

- (A) Criminalization
- (B) Discrimination
- (C) Both A and B
- (D) None of these

Q5 Which article of constitution abolishes untouchability?

- (A) Article 18
- (B) Article 15
- (C) Article 14
- (D) Article 17

Q6 Which policy is being adopted in India to minimize and eliminate forms of educational inequalities?

- (A) Separate religious places for the disadvantaged communities
- (B) Policy of quotas in education and jobs
- (C) Separate Hospital
- (D) None of these

Q7 Which of these is not an example of inequality?

- (A) Discrimination on the basis of caste
- (B) Gender based discrimination
- (C) Regional discrimination
- (D) Earning money under the law

Q 8 -----comes when a person does not have access to resources and opportunities.

- (A) Caste
- (B) Religion
- (C) Inequality
- (D) None of these

ANSWERS:

1. (A) 2. (D) 3. (C) 4. (D) 5. (D) 6. (B) 7. (D) 8. (C)

CHAPTER III

WHAT IS GOVERNMENT

Learning Objectives:

- Understand meaning of government. Why it is necessary and how it work at different level?
- Understand types of government. Will able to differentiate between Democratic, Monarchy and Dictatorship Government
- Critical analyzation on that, why democracy is the best form of government.
- Gain knowledge about the democratic functioning of government. Will able to explain about Women's Suffrage movement
- Capability, awareness, and acceptability
- Enhance their communication skills by discussing on right to vote for all women
- Various dimensions of learning like critical thinking, analytical, comparative

Learning Outcome:

- Understand meaning of government. Why it is necessary and how it work at different level?

QUESTIONS:

Q 1 At which level does a government work?

- (A) local level
- (B) National level
- (C) State level
- (D) All of these

Q 2 In which type of Government do the kings and Queens not have to explain their action or decisions they take?

- (A) Democracy
- (B) Monarchy
- (C) Both A and C
- (D) None of these

Q3 What is the most basic outcome of democracy?

- (A) Significant decision-making
- (B) Powerful repressive governance
- (C) Accountability to the citizens
- (D) None of these.

Q4 Which autonomous agency was constituted by government of India as Central authority to develop, maintain the national highways

- (A) Indian revenue service (IRS)
- (B) Narcotic control bureau (NCB)
- (C) Telecom regulatory Authority of India (TRAI)
- (D) National Highway Authority of India

Q5 When was publishing of journal ' Young India' started?

- (A) 1919-1931
- (B) 1941-1960
- (C) 1948-1964
- (D) 1961-1983

Q 6 When was only a small minority allowed to vote in India?

- (A) After independence
- (B) Before independence
- (C) 10 years before
- (D) 20 years before.

Q7 Which of the following is not the way by which people can express their views and government can understand what actions they should take?

- (A) Rallies
- (B) No vote
- (C) Strikes
- (D) Dharanas.

ANSWERS:

1. (D) 2. (B) 3. (C) 4. (D) 5. (A). 6. (D) 7. (B)

CHAPTER IV

-KEY ELEMENTS OF DEMOCRATIC GOVERNMENT

Learning Objectives:

- Students will be able to explain about racial discrimination in South Africa.
- Appreciate the efforts done by The African National Congress.
- Critically analyse how democratic government ensure participation of people in the government processes.
- Know people participation can be through election and public opinion
- Students can critically analyse that conflict occurs when people of different cultures, religion, regions or economic background do not get along with each other or some other feel they are being discriminated.
- Examine Case study of Kaveri river water dispute

Learning Outcome:

- Locate physical features of India such as–mountains, plateaus, plains, rivers, desert etc. on the map of India.

QUESTIONS:

Q1 Who was the leader of African National Congress?

- (A) Mahatma Gandhi
- (B) Nelson Mandela
- (C) Pandit Jawaharlal Nehru
- (D) Bill Clinton.

Q2 Which country became a democratic country in 1994?

- (A) South Africa
- (B) Australia
- (C) America
- (D) India

Q3 What is the official language of South Africa?

- (A) Zulu
- (B) Afrikaans
- (C) English
- (D) All of these

Q4 It is condition in which all citizens are guaranteed decent standard of life.

- (A) Social Justice
- (B) Economic justice
- (C) Physical mobility
- (D) All of these

Q5 Tick the correct water dispute between Karnataka and Tamilnadu.

- (A) Narmada
- (B) Cauvery
- (C) Mahanadi
- (D) None of these

Q6 "Right to Vote" can be placed in which among the following categories?

- (A) Fundamental rights
- (B) Constitutional obligation
- (C) Fundamental duty
- (D) None of these

Q7 The government is a system which governs the organisation of the

- (A) Society
- (B) State
- (C) Country
- (D) None of these.

Q8 Conflicts and differences are resolved by the laws laid down by our---

- (A) Society
- (B) Representative
- (C) Constitution
- (D) None of these.

Q 9 How do people bring forward things which are unfair and unjust?

- (A) Posters
- (B) Newspapers
- (C) Radio and TV
- (D) All of these

ANSWERS:

1. (B) 2. (A) 3. (D) 4. (D) 5. (B) 6. (A)
7. (C) 8. (C) 9. (D)

CHAPTER V

PANCHAYATI RAJ

Learning Objectives:

- Know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat
- Students can critically analyse the task of Gram Panchayat to implement development programmes for all villages that come under it. Able to know the different sources of funds for Gram Panchayat.
- Critical thinking of people's participation in the Panchayati Raj system at different level.
- Analyze performance of different panchayats in your State
- Appreciate, accept and adopt the value of Panchayati Raj system
- Enhance their communication skills by discussing on by different levels of Panchayati Raj system.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill

Learning Outcome:

- Describes the role of government, especially at the local level in order to understand its complexity

QUESTIONS:

Q 1 Which statement is not correct regarding "Gram Sabha"?

- (A) It is a body consisting of persons registered in the electoral rolls of a village comprised with in the area of Panchayat level.
- (B) It is a village assembly consisting of all the registered voters in the area of the panchayat.
- (C) Gram Sabha is not the primary body of the Panchayati Raj system
- (D) Its powers and functions at the village level are like state legislature at the state level.

Q2 Who appoints secretary of Gram Panchayat?

- (A) Central Government
- (B) District Magistrate
- (C) Election Commissioner
- (D) landlords of the village

Q3 Which is not a Panchayati Raj institution?

- (A) Gram Sabha
- (B) Gram Panchayat
- (C) Gram cooperative society
- (D) Nyaya Panchayat

Q 4 Which of the following system is established on the basis of the direct election?

- (A) Gram panchayat
- (B) Blocks committee
- (C) Zila Parishad
- (D) Both B and C

Q5 Panchayat Samiti has many _____ under it.

- (A) District Panchayat
- (B) Zila Parishad
- (C) Gram panchayat
- (D) Gram Sabha

Q6 The work of Gram Panchayat includes

- (A) The construction of water sources, roads, drainage, school building
- (B) Levying and collecting local taxes
- (C) Executing government schemes related to the generating employment
- (D) All of these.

Q 7 Which of the following committee recommended for Panchayati Raj system in India?

- (A) Panchhi Samiti
- (B) Balvantri Mehta committee
- (C) Singhvi committee
- (D) None of the following

ANSWERS:

- 1. (C) 2. (B) 3. (C) 4. (A) 5. (C) 6. (D)**
7. (C)

CHAPTER VI

RURAL ADMINISTRATION

Learning Objectives:

- Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels
- Know that lack of education makes record keeping very important to safeguard the ignorant from exploitation of landlords, money lenders, and middlemen.
- Critically analysis the role of Patwari. He / She is responsible for the maintenance of land records and the collection of land revenue
- Analysis of the governmental action in securing equality of women by passing laws.
- Appreciate the rural administration makes the life of villagers organized and systematic
- Will enhance their creativity and knowledge. Make a list on different public services in the village collect information.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill

Learning Outcome:

- Describes the functioning of rural local government body in sectors like health and education

QUESTIONS:

Q 1 A police officer arrested a person without warrant who was drunk and creating disturbance in public Street. The action of police amounts to ____

- (A) Detention
- (B) Wrongful confinement
- (C) Wrongful restrain
- (D) Both B and C

Q 2 Who provide information to government about the crop grown in the area?

- (A) Panchayat Samiti
- (B) Patwari
- (C) District Panchayat
- (D) None of these

Q 3 Patwari is known as _ -

- (A) Lekhpal
- (B) Karmchari
- (C) Village officer
- (D) All of these

Q 4 Which law Provide gender equality in property?

- (A) Hindu Succession Amendment Act
- (B) Protection of Human Rights Act 1993
- (C) The Muslim Women Act, 2019
- (D) National Service Act 1972

Q 5. The time limit specified in the RTI Act 2005 for the Central/ State Information Commission to decide on Complaint is

- (A) 15 days
- (B) 30 days
- (C) Two Months
- (D) No such time limit has been specified student

Q 6 From Which Department we can obtain our Caste Certificates ?

- (A) Education Department
- (B) Revenue Department
- (C) Municipal corporation
- (D) Police station

ANSWERS:

1.(A) 2.(B) 3.(D) 4.(A) 5.(B) 6.(B)

CHAPTER – VII

URBAN ADMINISTRATION

Learning Objectives:

- Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas
- Functions performed by Municipal Corporation
- Election of ward councilors and Mayor by the citizens.
- The meaning of sub-contracting and why it is important in today's scenario
- Students will able to know the different sources of money of Municipal corporation
- Learn civic sense and need of different ways to protest for unjust (citizenship)
- Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and administrative staff of municipal Corporation
- Students will develop collaboration by taking part in the doing a role play to show the role of municipal corporation in cities

Learning Outcome:

- Describes the functioning of urban local government body in sectors like health and education

QUESTIONS:

Q 1 Which is the problem faced by casual workers in urban areas?

- (A) Pay
- (B) Long hours
- (C) No job security
- (D) All of these

Q 2 Which authority decides on which day of the month market has to be closed and issues a license to the permanent shops ?

- (A) Home Ministry
- (B) Electricity Department
- (C) Municipal Corporation
- (D) Foreign Ministry

Q 3 Name the elected head of Municipal Corporation.

- (A) Sarpanch
- (B) Councilor
- (C) Mayor
- (D) None of these

Q 4 What is sub contracting in Municipalities?

- (A) Sub part of the Contract
- (B) Hiring private contractors
- (C) Construction and information technology
- (D) None of these

Q 5 The sources of revenue of urban bodies in India are?

- (A) Taxes
- (B) Fees and fines
- (C) Grants
- (D) All of these

Q 6 Which one of the following functions is not the concern of the Local Government in India?

- (A) Public health
- (B) Registration of births and deaths
- (C) Public utility services
- (D) None of these

Q 7 Which of the following functions have been laid down in the 12th Schedule of the Constitution of India for Municipal Corporations?

- (A) Urban poverty alleviation
- (B) Planning for economic and social development
- (C) Urban forestry
- (D) All of these

ANSWERS:

1.(D) 2.(C) 3.(C) 4. (B) 5. (D) 6. (D) 7. (D)

CHAPTER VIII

RURAL LIVELIHOOD

Learning Objectives:

- Students will develop collaboration by taking part in the discussion understand various types of occupation prevailing in rural areas.
- Difference between farming and non-farming activities.
- Describe the working conditions of landless farmers like Thulasi.
- Analyse the working conditions of small farmers like Sekar.
- Students would be able to enhance their creativity by creating mind map for entire chapter.
- Analyse the situation that how the miserable condition of farmers when caught in debt trap.
- Working conditions of large-scale farmers like Ramalinga.
- Collaboratively discuss the miserable condition in which rural people have to earn their livelihood.
- Critically think to suggest the measures to improve the conditions of rural people.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

Learning Outcome:

- Describes factors responsible for availability of different occupations undertaken in rural and urban areas.

QUESTIONS:

Q 1 Which of among these is Non-Farm work?

- (A) Ploughing field
- (B) Sowing Seed
- (C) Making basket
- (D) Spreading Fertilizers

Q 2 Which among these are farming activities?

- (A) Dairy farming
- (B) Small scale cottage industry
- (C) Transport
- (D) None of these

Q 3 Why do small farmers have to migrate?

- (A) They don't have much money to meet their both ends
- (B) Their land doesn't give them enough earn
- (C) To pay their debt
- (D) All of these

Q 4 How many rural families are agricultural Labours?

- (A) One third
- (B) Two third
- (C) Two Fifth
- (D) Three Fifth

Q 5 Why small farmers caught into debt trap of moneylenders?

- (A) Moneylenders purchase their produce at low rates
- (B) Farmers take loan for purchasing seeds, fertilisers and pesticides
- (C) Loan goes on mounting
- (D) All of these

Q 6 What are the working conditions of Ramalingam?

- (A) He is a big farmer
- (B) He is having twenty acres of land
- (C) He does not go looking for cheaper labour
- (D) All of these

Q 7. Which non-farm areas can be developed to improve the conditions of rural people?

- (A) Poultry
- (B) Food processing units
- (C) Mushroom cultivation
- (D) All of these

ANSWERS:

- 1. (C) 2. (C) 3. (D) 4. (C) 5. (D) 6. (D) 7. (D)**

CHAPTER-IX

URBAN LIVELIHOOD

Learning Objectives:

- Collaboratively Understand various types of occupation prevailing in urban areas and challenges faced by the street hawkers in the city.
- Analyse the situation that how the miserable factory workers are being exploited.
- Develop collaboration by taking part in the discussion on difference between permanent and temporary job.
- Students would be able to enhance their creativity by creating mind map for entire chapter.
- Students will develop civic sense (Citizenship) by understanding the role of Government in providing facilities to the street hawkers in promoting employment opportunities with 90% accuracy.
- Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill.

Learning Outcome:

- Describes the factors responsible for availability of different occupations undertaken in rural and urban areas.

QUESTIONS:

Q 1. How many street vendors are there in urban areas of our country approximately?

- (A) One million
- (B) Ten million
- (C) Twenty million
- (D) Fifty million

Q 2. How much money Nirmala is paid a day for eight Hours?

- (A) Rs 40
- (B) Rs 100
- (C) RS 80
- (D) Rs 60

Q 3. What is employment on Casual Basis?

- (A) The Employee is not permanent in this
- (B) They are employed as or When the employer needs them
- (C) There is no job Security in it
- (D) All of the Above

Q 4. Why India has become a major centre to setup call centres by foreign companies

- (A) Large population and Educated People
- (B) Time zone Advantage
- (C) People Work for lower Wages
- (D) All of the above

Q 5. Which act is passed in 2014 to improve the conditions of street vendors?

- (A) The Andhra Pradesh re-organisation Act
- (B) The Whistle blower's protection Act
- (C) The Street Vendors (Protection of livelihood Regulation of Street Vending) Act 2014
- (D) None of these

ANSWERS:

- 1. (B) 2. (C) 3. (D) 4. (D) 5. (C)**

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***“Live as if you were to die
tomorrow. Learn as if you were
to live forever”***

- Mahatma Gandhi

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